



Job Description

The Headteacher will provide professional leadership, vision and direction for the school in order to maintain and develop the conditions which enable pupils and teachers to achieve effective learning. In doing so, the Headteacher will ensure that the school's aims and objectives are implemented in accordance with the policies and strategic vision of the governing body.

Key accountabilities

Qualities and knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils of Geoffrey Field Junior School.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
7. Are energetic, open and approachable with what it takes to have a presence in the wider school community.

Pupils and staff

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Act as an active member of the safeguarding team undertaking a designated safeguarding role and supporting the Designated Safeguarding Lead with safeguarding, CLA and Prevent throughout the school.
5. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
6. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
7. Hold all staff to account for their professional conduct and practice.

Systems and Process

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider community.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
7. Delegated overall responsibility for the health and safety of staff, pupils and visitors at the school (Level 3), in conjunction with the School Business Manager. Ensure that the school is following the employer's health and safety policy and has effective arrangements and appropriate training for managing health and safety risks at the school.

The self-improving school

1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in children's lives.

Person Specification/selection criteria

for headteacher at Geoffrey Field Junior School

* A= application form/supporting statement, I=interview, R=reference

[A] Qualification requirements	Essential/ Desirable	Source*
Qualified teacher status	E	A
Degree	E	A

[B] Professional Development	Essential/ Desirable	Source*
Evidence of regular, recent and appropriate professional development in a leadership role	E	A, I
Has successfully undertaken the approved "safer recruitment" training or has a commitment to do so before taking up post	E	A, I
Has successfully undertaken appropriate Child Protection/Safeguarding training	E	A

[C] School leadership and management experience	Essential / Desirable	Source
Successful leadership as a headteacher or substantive, successful leadership as a deputy headteacher	E	A, I, R
Successful teaching experience	E	A, I, R
Excellent analytical and business skills appropriate to a junior school	E	A, I, R
Knowledge and understanding of strategic financial planning and budgetary management in relation to their contribution to school improvement and pupil achievement	E	A, I, R
Experience of financial management processes of a primary school	D	A, I, R
Ability to strengthen and develop collaborative partnerships.	E	A, I, R
Demonstrate the ability to lead strategic development of the school.	E	A, I, R
Successful experience of developing staff (e.g. coaching, mentoring, INSET for staff)	E	A, I, R

[D] Experience and knowledge of teaching	Essential/ Desirable	Source
Experience of teaching in more than one school	D	A
To have a working and current knowledge and understanding of a meaningful and relevant curriculum	E	A, I, R
To understand the effective use of data, assessment and target setting to raise standards/address underperformance	E	A, I, R
To understand effective school self-evaluation and the requirements of the inspection framework for schools	E	A, I, R
An awareness of the range of needs of pupils at Geoffrey Field Junior School and how these can best be met	E	A, I
A clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies	E	A, I, R
Excellent written and oral communication skills	E	A, I, R

A leader of learning who demonstrates, promotes and encourages outstanding classroom practice	E	A, I, R
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[E] Personal Qualities	Essential/ Desirable	Source
Demonstrate personal enthusiasm and commitment to the continued promotion and further development of Geoffrey Field Junior School's strong educational philosophy, vision and values	E	A, I
Be a strong and positive role model with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	A, I, R
Build and maintain quality relationships through effective communication, professional integrity and creative, innovative and dynamic leadership	E	A, I, R
Inspire trust and confidence across the school and community	E	A, I, R
Demonstrate a capacity for sustained hard work with energy, vigour and resilience	E	A, I, R
Possess strong personal presence and the ability to act as a successful ambassador for the school.	E	I, R

[F] Confidential References and Reports	Essential/ Desirable	Source
Positive recommendation from all referees including current employer	E	R